**Unit Planning Guide: Grade 6 Unit 5 (Weeks 11-15)**

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| Unit Title: Grade 6 Unit 3 “Poetry” | Pacing (Duration of Unit): 5 Weeks |
| Grade: 6 | Buffer Day(s):3-5 |

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| **Desired Results** |

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| **Transfer Goals** |
| *Students will be able to independently use their learning to:*  Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes   * Communicate ideas effectively in writing to suit a particular audience and purpose * Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes * Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts * Develop the habit of reading for enjoyment |

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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**  **RL.6.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  **RL.6.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**  **RL.6.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise**.  **RI.6.5 Analyze how a particular sentence, paragraph, chapter, or sections fits into the overall structure of a text and contributes to the development of the ideas.**  RI.6.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RI.6.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  RI.6.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.  **W.6.3.MA.3.A. Demonstrates understanding of traditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics.**  W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  W.6.9. Draw evidence literary or informational texts to support analysis, reflection, and research.  W.6.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast text in different forms or genres [e.g., stories and poems]  **SL.6.1 d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**  **L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.**  **a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.**  **L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings** | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:** | **Essential Questions:** |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Knowledge:** | **Skills:** |